DOCUMENT RESUME

ED 305 447 CE 052 154

TITLE	Widening Horizons: A Guide to Organizing Field Trips for Adult Students. Final Report.
INSTITUTION	Lutheran Social Mission Society, Philadelphia, PA. Lutheran Settlement House.
SPONS AGENCY	Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic Education.
REPORT NO	FR-310-98-8016
PUB DATE	30 Jun 88
NOTE	43p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Adult Students; Community Resources; Experiential Learning; *Field Trips; Guidelines; *Learning Activities; *Program Development
IDENTIFIERS	310 Project

ABSTRACT

Based on a successful program for women conducted by Lutheran Settlement House in Philadelphia, this guide outlines step-by-step procedures for conducting educational field trips for students in adult basic education programs. The guide offers suggestions for identification of cultural, historical, and social resources that would provide valuable educational experiences for students. The manual contains suggestions and tips for organizing field trips and coordinating the trips with the classroom curriculum. Included is a model for involving students in the process of planning and organizing class field trips. Sample activities are provided as a guide for teachers developing educational materials to supplement the experiences. Ideas for raising the funds to finance field trips are presented, along with suggestions for overcoming typical obstacles that might arise. The final section contains student writings about their field trips and other subjects. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305447

WIDENING HORIZONS:
A GUIDE TO ORGANIZING FIELD TRIPS
FOR ADULT STUDENTS

Final Report
310:98-8016

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Fiscal Year: 1987-88
Grant Amount: $ 4,627

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Christopher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Pennsylvania State Department of Education
Division Of Adult Basic Education
333 Market Street
Harrisburg, Pennsylvania 17126-0333

Lutheran Social Mission Society
Lutheran Settlement House
Women's Program
1340 Frankford Avenue
Philadelphia, Pennsylvania 19125

AdvancE
PDE Resource Center
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Jim Gustafson — *Executive Director, Lutheran Social Mission Society*
Carol Goertzel — *Director, Lutheran Settlement House Women's Program*
Kathrine Reilly — *Education Coordinator, LSH Women's Program*
Elizabeth Rivera — *Field Trip Coordinator, LSH Women's Program*

CE052154

DATE COMPLETED: June 30, 1988

"This report and the activities described therein are a result of a project supported in whole or in part by the United States Department of Education and the Pennsylvania State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Department of Education and the Pennsylvania Department of Education and no official endorsement should be inferred."

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

The Lutheran Settlement House Women's Program wishes to thank the Pennsylvania State Department of Education for funding this project; and especially Dr. John Christopher, Chief, Division of Adult Basic Education, for his advice and support.

A note of appreciation is also due the Lutheran Social Mission Society Board of Directors and William Kuhl, Acting Executive Director of the Lutheran Social Mission Society for their support. The Women's Program also wishes to thank the members of the Advisory Board of the Lutheran Settlement House and the entire Women's Program staff.

The education staff wishes to thank Carol Goertzel for her support and guidance and Lee Rivera for her efforts in organizing the field trips. We especially thank the students and teachers who participated in the project and who provided invaluable feedback and guidance which helped to make this project a successful and fruitful learning endeavor for all.

INTRODUCTION

The Lutheran Settlement House Women's Program is a multi-faceted social service agency providing education, counselling and employment services to women in the Fishtown/Kensington section of Philadelphia. The Women's Program originated in 1976. The Women's Program has established a Bilingual Domestic Violence Project (including a 24 hour hotline in both Spanish and English); an Employment Project (including a Dispalced Homemaker job counselor, employment counselling, job and training placement, Clerical/Computer Literacy Training and Computer-Aided Drafting Training); Counselling (individual, group, teen mothers); cultural workshops; Adult Education (including literacy, ABE and GED classes, pre-training math and science) for all participants. All projects of the Women's Program are available to adult education students. Free childcare is provided on-site while parents participate in the various programs offered by the Women's Program. Both day and evening programming is conducted throughout the year.

The goal of the Women's Program is the provision of educational, employment and counselling programs targetting low-income and minority women which will give them the tools for empowerment and self-sufficiency. The student body is multi-racial, approximately 65% White, 20% Black and 15% Hispanic, and reflects a wide age range (between 17 and 65).

Since 1979, the education program has been partially funded by the Pennsylvania State Department of Education. This funding has enabled the program to offer reading classes to those students who read below a 4th grade level (ABE 0-4) and ABE classes to those students who read between a 5th and 8th grade level (ABE 5-8) as well as high school equivalency classes offered through foundation grants.

The students who attend these classes are predominantly poor and working class women (18-50) who have dropped out of high school. Many function as single heads of households, are unemployed, and/or on welfare. Concomitantly, these women have had concerns and responsibilities outside the classroom, thus it was necessary to create a unique curriculum to respond to their special needs.

Many students enter classes aspiring to improve their reading skills. Most students strive to attain their high school diploma by taking the GED test, a high school equivalency examination. However, the majority of students enrolling in the Women's Program Education Project enter at an ABE level (0-8th grade reading level), and consequently require several years of instruction before they are ready to test.

Most participants at the Women's Program are from the Kensington/Fishtown section of Philadelphia, a multi-cultural area of the city that suffers from high unemployment, high levels of poverty and high drop-out rates (70% of students entering high school do not graduate from the 12th grade). The students at the Women's Program rarely travel outside of the neighborhood both because they lack the finances necessary to travel and they are unfamiliar with many resources (cultural, educaitonal, historical, social) the city has to offer. This project, Widening Horizons: A Guide To Organizing Field Trips For Adult Students, was designed to supplement students' class learning experiences by introducing them to cultural, historical and social resources of Philadelphia.

OBJECTIVES AND ACCOMPLISHMENTS

The goal of Widening Horizons: A Guild To Organizing Field Trips For Adult Students is to increase adult basic education students' awareness of and contact with the civic, historical and social institutions which influence our society.

Objective 1: To arrange and conduct 5 field trips, for a minimum of 30 students (2 classes per trip), to places of cultural, historical or social interest within the greater Philadelphia area. Six (6) field trips were organized and conducted between October 1987 and April 1988. Students and teachers were surveyed to determine the types of trips that would be most beneficial to the classes. A designated student representative from each class reported suggestions for field trips to the Student Activities Coordinator. A variety of students and teachers submitted a listing of

possible field trips and together, with the student representatives, the Student Activities Coordinator selected 5 initial field trips. A sixth trip was conducted towards the end of the project (to a Philadelphia Phillies baseball game at the city's major sports complex - Veterans Stadium. Tickets were donated to the Women's Program).

The trips provided 42 students with a wide range of activities. The first trip to the Franklin Institute increased students' awareness of scientific resources available through the museum. Most students had never been to the Institute so they found the experience very educational. After the first trip, students identified that they would like to bring their children along with them in future field trips. Although childcare was not an issue because the Women's Program provided on-site free childcare to all participants, many students felt they wanted to share the learning experiences the field trips provided with their children. Therefore, all subsequent trips were arranged so that students' children could accompany them and share in the adventure. Other field trips were to the Please Touch Museum, the Academy of Natural Sciences, the Walt Disney Ice Capades, and a roller skating rink. In May, a GED preparation class, in conjunction with their study of life sciences, visited Tinicum National Environmental Center.

Objective 2: Provide teachers with classroom activities related to the field trip to be used prior and subsequent to the excursion. Before each trip teachers were provided with basic information, including geographic data, so that students were aware of the geographic dimensions of the city beyond their individual community.

After each trip, teachers were provided with suggestions for conducting free-writing activities. The writings allowed students the chance to reflect on their experiences and to share them with other members of the class. Discussion followed the sharing of student writings.

Objective 3: Write, print and disseminate a guide for other adult basic education programs on how to organize and sponsor educational field trips that incorporate student involvement and academic learning. A guide for organizing and conducting field trips was developed during the second semester of the project (January - May).

The guide outlines step-by-step procedures for conducting educational field trips for students in adult basic education programs. Specifically, the guide offers suggestions for identification of cultural, historical and social resources in a community, which would provide valuable educational experiences for students.

The manual contains suggestions and tips for organizing field trips and coordinating field trips with the classroom curriculum. Included is a model for involving students in the process of planning and organizing class field trips. Sample activities are provided as a guide for teachers developing educational materials to supplement the experience. Ideas for raising the funds to finance field trips are presented, along with suggestions for overcoming typical obstacles which might arise.

Dissemination occurred through ADVANCE and ERIC; copies will be mailed to literacy and ABE programs and presented at various workshops and conferences attended by the Women's Program.

PROCEDURES

The project involved the planning and organizing of six (6) field trips and the development of a teacher's guide for conducting field trips in adult literacy programs. Students participated in the planning process: each class submitted ideas to the student planning committee, which in turn, worked with the Student Activities Coordinator to coordinate the trips.

Students were involved in each stage of the planning process. They gave valuable input when, after the first trip, they proposed that they be allowed to bring their children along on future excursions. This proved to be a positive change to the project's original plans. Students were able to share their educational and social experiences with their children.

During the second semester, the teacher's guide for conducting field trips was developed. The guide was modeled after the process utilized by the Lutheran Settlement House Women's Program.

EVALUATION

There were forty-two (42) students who participated on the field trips. Thirty-three (33) of these students completed their entry level, and thirty-five (35) remained in class until they had reached their goals. The exciting part about the field trips was the inclusion of students from different classes, at different reading levels in the same activity.

CONCLUSION

Widening Horizons: A Guide To Organizing Field Trips For Adult Students met its goals and objectives. Teachers felt that the field trips were valuable supplements to class instruction. Students, concordantly found the trips educational and fun. Moreover, through the planning process and actual trips, students became aware of the many cultural, historical and social resources in the Philadelphia area. Many students, in their writings and post discussion about the trips, indicated they would return with their family and friends to the places they visited. Thus, the project achieved its goals and objectives and students' educational experiences at the Women's Program were enriched through the field trips. In addition, they learned that resources exist beyond their immediate community and that these resources are within their reach.

DISSEMINATION

The project was disseminated to other adult projects and programs through staff linkages, both formal and informal. The Women's Program is an active participant in the Philadelphia Literacy Network, PAACE, the Association for Community Based Education, Project LINK, and the Mayor's Commission on Literacy. The Women's Program also participated in workshops and conferences sponsored throughout the country by literacy and women's organizations. Dissemination will continue to occur both at these conferences and through ADVANCE.

APPENDIX I

Widening Horizons:
A Guide To Organizing Field Trips For Adult Students

WIDENING HORIZONS:
A Guide To Organizing Field Trips For Adult Students

Women's Program
Lutheran Settlement House
1340 Frankford Avenue
Philadelphia, Pennsylvania 19125
(215)426-8610

ACKNOWLEDGEMENTS

The Women's Program wishes to thank the Pennsylvania State Department of Education, particularly Dr. John Christopher for his support, advice and guidance during the creation of this manual. We also wish to thank the Board of Directors of the Lutheran Social Mssion Society for their continued support and encouragement.

We wish to thank Lee Rivera for conducting the field trips and providing the information for this manual. We also wish to thank the students and teachers for participating in the field trip project.

WIDENING HORIZONS:

A Guide To Organizing Field Trips For Adult Students

This is a guide to conducting field trips for adult basic education students. Field trips can be both fun and educational but they take planning and organization. This guidebook is written to assist in the organization of field trips by a teacher, an administrator, a field trip organizer, a current student, alumni or a community volunteer. It has been the experience at the Women's Program that it helps to have someone besides the teacher organize and arrange the field trips because of the time needed to call for reservations, raise money, and coordinate transportation. However, it is essential to have the teacher's cooperation, enthusiasm and support for the excursion selected because it is the teacher who provides the educational framework.

It is also essential that students have input into the field trip selection process because they need to be both educational and fun. Adult students are also more aware than children of what they need and want to know and can articulate which activities excite and interest them.

The Women's Program has conducted field trips to the Balch Institute, the Please Touch Museum, the Franklin Institute, the Museum of Natural Sciences, a TV studio, roller skating, Phillies games, Tinicum Wildlife Preserve, the Gallery (a shopping mall), the library, movies, and musical events. Each field trip creates its own excitement and the desire for more exploration. Each trip teaches students and staff more about both our environment and ourselves. We encourage you to enter the exciting world of field trips.

WHY ARE FIELD TRIPS IMPORTANT IN ADULT BASIC EDUCATION

Field trips are an important link between the classroom and the "real" world. They provide a forum for development of higher level thinking skills based on concrete, actual events and activities. They provide the opportunity to expand one's knowledge base and experience and provide an opportunity to reflect upon the experience in a group setting.

Current research reveals that school aged children learn more information from fiel trips than from classroom activities. Colleges have often required field trips as an essential part of specific courses. Adult basic education students can also learn and retain more information, as well as gain new insights from field trips.

Adult students enjoy the combination of theoretical learning with practical experience. One can teach, in science, how TV studios transmit programs, but actually watching a program being produced and having the camera crew explain the transmission leaves a lasting impression.

Field trips also serve as an aid to retention and assist in creating bonds within a classroom, because students and teachers know each other differently after a tour in a museum, a walk to a park or a day at a zoo.

Finally, field trips serve to bridge the gap from concrete, specific knowledge to abstract thought and higher level thinking skills. With appropriate classroom lessons, before and after the trip, students can ask questions, analyze and apply information gathered.

HOW DO YOU ARRANGE FOR FIELD TRIPS WITH ADULT BASIC EDUCATION STUDENTS?

Field trips are most beneficial when they interest students and relate to the subject matter being taught in the classroom. They are most beneficial when the teacher can provide both prior background information and subject matter lessons after the field trip.

The first step in arranging field trips is for the organizer to ascertain from the teacher the specific subject areas she/he plans to cover during the year. For example, the teacher many be planning to teach about the governmental structure, the court system, basic science, percentages, or life skills.If the teacher states she/he is teaching reading or basic math, the organizer can ask to review the textbooks being used to determine the topics or areas included in the text in order to help locate appropriate field trips.

The field trip organizer then needs to brainstorm lists of possible places, including those open at night or on weekends that are relevant to the subject matter. Field trips need not be elaborate or expensive, and may include museums, city government meetings, school board meetings, environmental centers, parks, historical sites, playgrounds, movies, amusement centers, sports events, buildings, zoos, libraries, stores, musical events, media (TV and radio stations, newspapers), community tours, hospitals, work sites, police stations, colleges, community centers. This list of possible excursions, which needs to be as inclusive as possible, can be distributed to teachers and students so that class time can be spent reviewing it. It is important that the students, as well as the teacher, have input so that their preferences and thoughts are included in the final planning.

Depending on the size of the class, either the teacher and the students, as a whole, can select four alternatives or a committee comprised of some students and the teacher can select the (four) alternatives. The teacher then can review, with the field trip organizer, which of these field trips would be most relevant to the subject matter being taught. At times the organizer can assist the teacher by showing the relationship between the field trips selected as possibilities and the classroom material.

One field trip should be selected by the organizer and teacher, and a committee of students can develop a field trip guide. The guide needs to include the name, address and phone number of the place being visited, the name of a contact person, a map, specific instructions about when, where and how to get to the site, estimated costs, a list of possible problems, rules, a description of the trip. Then the arrangements need to be finalized for the trip. The date should correlate with lessons being taught in the classroom.

Once a date is set, everyone who plans to attend needs her/his own copy of the guide. The teacher then can develop lessons for before and after the field trip that emphasize it's educational nature.

BARRIERS TO FIELD TRIPS AND HOW TO OVERCOME THEM

Teachers and administrators often feel the barriers to field trips are overwhelming. Transportation, time, and childcare problems and cost often prevent people from considering this path for learning. However, each of these problems can be overcome. Transportation can be arranged by renting a bus, carpooling or using public transportation systems. Time problems can be handled by having field trips on weekends, evenings or days when students are or are not in class, whenever the largest number of students can come. Childcare can be handled either by inviting children to come with their parents or by hiring a sitter who will babysit everyone's children for a few hours at a central location. Money is needed to pay for transportation, the sitter and entrance fees. This money can be raised through cake sales, spaghetti dinners, fish frys, ad books, ads in student brochures or newsletters, T-shirt sales, hoagie sales, or raffles. It is generally better to deposit this money into an account requiring two signatures.

FIELD TRIP GUIDE

*CLASS*_____ *TEACHER*_____

*FIELD TRIP TO:*_____

*ADDRESS:*_____

*PHONE:*_____ *CONTACT PERSON:*_____

PURPOSE: (Why we want to go and what we can learn)

MAP:

ROUTE: (How would students get there? Where does everyone meet?)

COST: Entrance fee per student _____

Transportation cost per student _____

POSSIBLE PROBLEMS:

RULES:

SAMPLE RULES

1. *Everyone must be at the Women's Program 15 minutes before we plan to leave.*
2. *Each parent must hold or watch her/his own child or have another adult agree to hold or watch the child.*
3. *No children can run around by themselves.*
4. *Parents must hold their children's hand when walking and crossing streets.*
5. *Everyone must sign a release form.*
6. *You must be ready to leave on time or the group will leave without you.*
7. *You must stay with your partner during the trip.*
8. *You must pick your children up from the babysitter as soon as the trip is over.*

IDEAS FOR TRIPS RELATED TO SUBJECT MATTER

Social Studies

City government
School board meetings
Court sessions
Police stations
Play grounds
Parks
Media

Science

Hospitals
Laboratories
Weather stations
Enviornmental sites
Parks
Zoos
Animal welfare associations

Math

Sports events
Buildings (geometry)
Stores (sales)
Amusement parks

Reading

Libraries

Arts

Musical Events
Plays

SAMPLE EDUCATIONAL ACTIVITIES

Before

1. *Map drawing and reading.*
2. *Timetable reading.*
3. *Writing the trip's purpose (discussion of student's educational goals for the trip).*
4. *Vocabulary relevant to the trip.*
5. *Deciding on total cost, and per person cost.*
6. *Calculating how much money needs to be raised to cover the trip's cost.*
7. *Writing about what students expect to gain from the trip.*
8. *Discussion of the relevance of the trip (social studies, science or math background information). A trip to the park could be preceeded by a list of questions to be answered such as:*
   ***Who uses the park at this time of day or night?*
   ***How many people of what ages, racial, ethnic and class background are involved in each activity at the park?*
   ***Where is the park located?*
   ***What is the racial, ethnic and ages of the people in the neighborhood?*
   ***When was this park created and why?*
   ***Why do we have parks?*
9. *A trip to the playground could be preceeded by similar questions.*
10. *A trip to a store could be preceeded by questions such as:*
    ***What is on sale?*
    ***Locate five items on sale you might buy. Name them, state the original price, the sale price, the percentage off. Do you think these are good buys? Why or why not?*
    ***Why are items placed on sale?*
    ***How do prices at this store compare with prices where you shop?*
    ***Why is there a difference?*
11. *A trip to a building can be preceeded by questions like:*
    ***List all the geometrical shapes you see in this building.*
    ***Why is this building built in this specific shape?*
    ***What is the purpose of this building?*
    ***Did this building ever have a different purpose or could it have another purpose? Why or why not?*
    ***How would you calculate how much it costs to paint this building (or put window shades on the windows)?*

12. *Trips to sporting events can be preceeded by research on the history of the event. Students can be assigned to go to the library and write about the history of baseball, the difference between North and South American football, the rules of soccer, etc. These research projects would prepare students for college and provide more information prior to the game. Students can also be asked to find out when blacks were first integrated into the sport, who was the first black player, who was the first hispanic player. During the event students can be asked to estimate how much money was taken in based on the average ticket price.*

13. *Musical events can be preceeded by information about the time period, and students can be asked to describe the audience. Who listens to this type of music and why?*

14. *Plays and movies can be preceeded by a review of the structure common to that type of movie or play and students can be asked to note when the climax occurs.*

15. *Trips to city government, school board sessions, courts and police stations can be preceeded by discussions on the functions of the agency or group and how it fits into larger structures. Students could be asked to answer questions like:*
    ***Who is in charge - what is her/his race, sex, age?*
    ***Who is subordinate and what is her/his race, sex, age?*
    ***What is actually happening?*

16. *A zoo trip can be used for categorization and grouping. Students can be asked to keep lists of animals observed. They can also put next to the animal's name where it is alone, with one other animal or with a group. The animals can then be grouped.*

SAMPLE EDUCATIONAL ACTIVITIES

After

1. *Describe what you saw and did. Then write a descriptive essay about the field trip.*
2. *Write your personal opinion of the field trip.*
3. *Compare this field trip with field trips in elementary school or with other field trips.*
4. *Calculate the cost of this field trip for the entire group and per person.*
5. *Develop a vocabulary test based on this field trip.*
6. *Map reading activities.*
7. *Timetable activities.*
8. *Math problem based on the field trip.*
9. *Ask students to create math problems based on the field trip.*
10. *Discuss answers to the questions posed before the trip.*
11. *Write an imaginary story about someone on a field trip.*

SAMPLE LETTER

Street Address
City, State, Zip
Date

Agency
Street Address
City, State, Zip Code

To Whom It May Concern:

The _____ program is a non-profit adult education program. Our students, who are low-income, would like to attend _____ (performance, game, etc). Can you send us _____ free or reduced price tickets so that our students could attend?

Thank you.

Sincerely,

YOUR NAME
(or organizers name)
Title
Your Agency

APPENDIX II

Student Writings

LSH Women's Program

Something for Everyone

Volume No. 2 MARCH/APRIL 1988

Lutheran Social Mission Society/Lutheran Settlement House
1340 Frankford Avenue, Philadelphia, PA 19125 (215) 426-8610

WELCOME TO THE WOMEN'S PROGRAM

The following is a list of names of people who will help you at the Lutheran Settlement House Women's Program. For information, call 426-8610.

Ask For:	For Information About:
Gloria Ortiz	Education Registration
Herolida Colon/Donna Pratt	Education Registration/Testing
Lynn Brown	Education Counseling
Karen Donnelly-Goldstein	Counseling
Lee Rivera	Student Activities
Arneither Neil	Drafting Program
Kate Baird	Training/Employment
Rose Reisser	Job Placement
Cami Townsend	Women in Shelters
Khadijah Dini	Childcare
Dianne Tornay	Domestic Violence

24-HOUR DOMESTIC VIOLENCE HOTLINE:

739-9999

LA LINEA DIRECTA:

235-9992

If you have any questions about any of the above topics, please feel free to call anytime, Monday through Thursday from 9:00 am to 9:00 pm, and Friday from 9:00 am to 5:00 pm. (These hours do not apply to the Domestic Violence number.)

Let us make the Women's Program a more fun, enjoyable, informative, and goal fulfilling experience for you. Let us help you help yourself, or someone you know.

Why I Came To The Women's Program

Hi! My name is Haydee Gonzalez. I am 23 years old and have two sons ages four and seven. The reason I came to the classes at the Women's Program is that I wanted to get my GED so that I could be proud of myself and make something worthwhile out of my life. I wanted to prove to myself that I could make it and also to encourage my sons to finish their school years. I told them not to quit, no matter how hard the pressure or demands are, and to make something good out of their lives, education and career.

Probably, if I had finished my last five years of school, I would have been a career woman instead of a homemaker and mother, even though I wouldn't trade it for anything in the world. A person is never too young or too old to make something good of their lives.

I like the secretarial and clerical field; it would be nice to have a career in that area. But first I have to work hard for my GED. Who knows, after I achieve in working for my diploma, I will study for those careers. I heard so many good things about the Women's Program that I decided to go there and try to get the education I should have gotten five years ago. If I hadn't heard about this program, I probably would be home sitting on the couch watching soap operas for the rest of my life.

Thanks for having a program like this one. It is a very special program to be a part, and proud of. I'm very happy I'm going to be a part of it and also I'm meeting a lot of special people who will become my friends and teachers. Thank you.

Haydee Gonzalez

I returned to class at the Lutheran Settlement House Women's Program for two reasons. The first one is to finish what I started out to do. All I need fifteen points some how. I've been coming here too long to drop out now.

My second reason is that I like the place. I don't know if it is because the coffee is a quarter or because of the reading material, but there is something about this place that interests me. I do have a goal which is to try as hard as I can to get the points that I need. Even if I don't get my points by June, I shall accept the fact that it was not meant to have 225 instead of 215 points. I will be grateful to have what I have now.

J. Armour

In the short time that I have been attending classes at Lutheran Settlement House I feel I have learned a lot. One of the first things I learned was about words, root words, compound words, hyphenated words, synonyms, antonyms, prefixes and suffixes. I learned how to make an inference and so many other things I never knew before.

Since I have been going to this school and through what I have learned, I have written a few essays and stories. I also have read three books. These things, a few months back, would have been impossible, I feel, for me to do. Though the essays and stories I wrote rwere short and the words simple and the books I read were somewhat easy, I know that will change. As I learn, the stories and essays will be longer and the words I use will be more complicated and the books I read will be much harder.

The fact that I am learning so many new things makes me feel good and gives me encouragement and determination to go on and hopefully learn all I can and get my GED. Though I just turned forty years old I am finally getting the education that I should have had along time ago. But as I found out, you're never too old to learn.

I feel if I had a teacher like Chris Bush with her technique and style of teaching when I was a child going to school, I can honestly say I would not be attending classes here today at this level. I know I have a lot more to learn and a long struggle ahead of me. But with Chris' help and my determination I think I can make it.

Anonymous

I returned to the Women's Program to continue my studies toward the completion of my GED testing. Also in my returning, I see a great need in encouraging my fellow classmates. I have a great desire to obtain my GED, which I will, but I have a greater desire to help others obtain theirs.

Maxine Bostic

CLERICALS ARE ON THEIR WAY!

Upon entering the Women's Program at the Lutheran Settlement House, my goal was to reaffirm my clerical

skills that I had trained for seven years ago, but had not applied since then.

I had the opportunity to raise my typing speed from 25 words per minute, which is what it was at the time of testing at the school, to 45 to 50 words.

I never trained with a computer before, but today I can say that with instructions I can successfully complete any task assigned within the realm of data entry and word processing. Our typing teacher said to us that once you use the WORDSTAR software you can easily adapt to most others, which I've found to be true.

My English needed the most help and could still use some improvement but I'm far better informed of the complexities of the English language than when I was a high school student.

My training in Office Procedure Skills were of help so much that I could be a very good secretary once I got situated in a position and, along with the new knowledge of Medical and Postal terminology and banking and billing procedures, will enhance my chances in this competitive business.

I've also had the opportunity to refresh my math which had deteriorated so badly because of the lack of usage, that I find enjoyment in handling math problems.

The last of my training is to apply the teachings of my job readiness teacher. I have to admit that I did not always agree with her methods but now I know that she has the position she has for a reason. She may think that what she has taught me about interviewing, writing and sending resumes and the attitude you have to apply, that I did not heed with good sense, but I did. I promise to make her a believer.

Valerie Macey

In the four months that I have attended the Lutheran Settlement House, I have grown intellectually. The instructors are great people who have helped me immensely. This is an experience that I will never forget.

The Computer and Typing courses have prepared me for clerical positions. I am now able to operate an IBM PC Junior, and my typing skills have improved. I have learned to identify the parts of a computer. By memorizing various commands, I can open a document file, copy, delete, rename, and print a file. Setting and changing margins, setting tabs and justifying text are also computer skills that I have now. All of these commands, and others, have enabled me to type my resume on the computer.

I am able to type letters, memorandums, and manuscripts, and reports efficiently. I have learned the importance of clarity in typing materials for an employer. Fast and accurate typists are necessities of the business world. The Typing course has been intense, and I worked hard to increase my speed and keep up with all of the assignments.

Math and English are skills that every person should have. It does not matter if you are employed or unemployed; being able to count and read are necessary for everyday living. I have always enjoyed computing math problems and reading books. Studying these courses has been a great refresher. My percentage and fraction skills have improved. It has always been complicated for me to put my thoughts on paper. The English course has made it easier for me to write essays. I also find that I am now conscious of using the correct words when I speak. It has also become easier for me to speak in front of a room full of people.

Efficient office skills are a must for persons in the clerical field. The Office Procedures course has been informative. I have learned to file, using the four basic filing systems. I am now familiar with postal terms, banking terms, medical terminology, processing office mail, and operating a ten-key calculator.

The Job Readiness course has combined all of my courses and skills in preparation for employment. This is the course that has given me self-confidence, and prepared me to accept rejections when seeking employment. Job interviews no longer make me feel quite as apprehensive as they did a few months ago. I feel comfortable about conducting a job search.

This entire program has changed my life. I believe that I am prepared to accept employment. Self-confidence is now an important factor in my life. My skills will be useful to an employer someday soon.

Venus Scott

This Clerical/Computer Program came to me at a very low point in my lift. Each new day felt like the day before. Boring!!! I felt there was no future for me. I had been through a hysterectomy the year before and it was taking a long time recuperating from it. I saw your ad in the paper about pre-training for Job Readiness and knew I had to act on it now or there wasn't any hope at all for me. By joining your program, I feel I was brought back to life and had a purpose in life. Having great, caring, patient and concerned teachers helped a lot, too!!!

I noticed a lot of rules changed in both English and Typing since I had been to school. I feel English is the "pits" but this is something I have to live by in the working world, so I'll learn it and accept it, but I don't have to like it.

I did enjoy English and felt I learned alot when I came for my GED in 1980. But that somehow changed

when I came back this time. Typing is a different story. I was very much against it when I started in September, but am now learning to enjoy it. I noticed the form of typing letters and whose initials are typed in at the end of a letter are different from what I learned in school.

Coming to Job Readiness helped me to become a more assertive person. I've been passive most of my life, but through the years I've learned to be a little assertive. In fact, I came to Lutheran Settlement House for a course on Assertiveness Training. I have been able to use the tools I learned to apply my skills to my program.

I've learned a lot from the computer, but I felt I should be learning more. I've had good days and bad days with it, but I know I want to learn more from it. I want it in my future. I know the computer is the "future" and that's where the big money will be. I'm not only going for the large salary I hope to make, but I know it's a challenge which I always love to tackle and it will give me the future I need. I don't want to just exist anymore, I want to live life!!!

You have all become like a family to me. Both teachers and students. We all helped each other and cared for one another. It felt good to wake up in the morning and have a place to go to where I could meet the challenge of the day (and when you said you would work us hard--you meant every word you said!)

I grew from this experience and have a special closeness with everyone. I don't want to let go, but I know I have to move on. Everything I've learned, I will take with me. I will walk away slowly with confidence I received and the love I felt from you all. You have given me my purpose in life.

Roberta Sherman

CHILDCARE GROCERY GIVE AWAY DRAWING

February 1st was the drawing of the grocery give away to raise funds for childcare. The first prize went to Kristy Ann Gruber, second prize to John Malloy and third prize to Joe Beck. All three winners were surprised and happy.

We, the Lutheran Settlement House Women's Program, would like to thank all who sold and purchased tickets, and we especially thank Super Fresh, Path Mark, Acme, Murry's Steaks and Wells Beef Company for their donation of food vouchers to purchase some of the items needed to make this event a success. The $550 raised will enable new books and toys to be purchased for our daycare center at Atonement Lutheran Church and our free on-site childcare at the Women's Program.

CONGRATULATIONS TO THE WINNERS OF THE HOLIDAY BAZAAR

FOOD BASKET WINNERS

- Elsie Adames
- Madeline Amerman
- Blanca Carrisquillo
- Pam Everett
- Haydee Miranda
- Gloria Rivera
- Betty Lou Wranger

50/50 WINNER

Pam Everett

TRIBUTE TO BLACK HISTORY MONTH

From Rosa Parks

Rosa Parks' fight against discrimination began in Montgomery, Alabama, in 1955. At that time, there were laws throughout the South, known as Jim Crow laws, that discriminated against blacks. In Montgomery, there were specific laws that said that a black person was only allowed to ride in the back section of a public bus.

Rosa Parks' refusal to give up her seat began a protest that changed history. The peaceful protest organized by the Montgomery Improvement Association led the way for civil rights actions all over the South. And on December 13, 1956, as a result of the court cases and protests that began with Rosa Parks, the United States Supreme Court rule that the law requiring segregation on public buses was unconstitutional.

D.S.S.

On Thursday evening, December 1; 1955, Rosa left work and started home. She was tired. Her shoulders ached from bending over the sewing machine all day. "Today, I'll ride the bus," she thought.

She got on and sat in the first seat for blacks, right behind the white section. After a few stops the seats were filled. A white man got on. He looked for an empty seat. Then he looked at the driver. The driver came over to Rosa.

"You have to get up," he said.

All of a sudden Rosa knew she was not going to give up her seat. It was not fair. She had paid her money just as the man had. This time she was not going to move.

"No," she said softly.

"You'd better get up, or I'll call the police," the driver said.

It was very quiet on the bus now. Everyone stopped talking and watched. Still, Rosa did not move.

"Are you going to get up?"

"No," she repeated.

The driver left the bus and returned with two policemen.

"You're under arrest," they told her.

Rosa walked off the bus. The policemen put her in their car and drove to the police station. One policeman stuck a camera in her face and took her picture. Another took her fingerprints. Then she was locked in a cell.

Rosa felt very bad, sitting in that little room with iron bars. But she did not cry. She was a religious woman, and she thought of her faith in God. She said a silent prayer. Then she waited.

Someone who had seen Rosa arrested called Edgar Daniel Nixon of the NAACP. Mr. Nixon went right away to the police station and posted a hundred dollar bond for Rosa. This meant that she could leave, but that she promised to go to court on Monday for her trial.

Rosa left the police station. She had been locked up for two and a half hours. Mr. Nixon drove her home. At her apartment Rosa, her husband, Mr. Nixon, and Fred Gray, a lawyer, talked about what had happened. They thought they saw a way to solve the problem of the buses.

Mr. Gray would go into court with Rosa. He would prove that the bus company was not obeying the United States Constitution. The Constitution is an important paper that was written by the men who started the United States. It says that all the citizens of the United States must be treated fairly.

The next morning Rosa went to her job as usual. Her employer was surprised to see her. He had read about her arrest in the newspaper, and he thought she would be too upset to come in. Some of the white workers gave Rosa mean looks and would not speak to her. But she went on with her work.

That night Rosa met with a group of ministers and other black leaders of the city. Dr. Martin Luther King was one of the ministers. The black men and women of Montgomery were angry again. But this time they knew what to do.

"If the bus company won't treat us courteously," one leader said, "we won't spend our money to ride the buses. We'll walk!"

After the meeting some of the people printed little sheets of paper. These sheets of paper, called leaflets, said, "DON'T RIDE THE BUS TO WORK, TO TOWN, TO SCHOOL, OR ANYWHERE, MONDAY, DECEMBER 5." They also invited people to a church meeting on Monday night. The leaflets were left everywhere--in mail boxes, on porches, in drugstores.

On Sunday morning black ministers all over the city preached about Rosa in their churches. Dr. King preached from his pulpit at the Dexter Avenue Baptist Church.

The preachers said, "Brothers and sisters, if you don't like what happened to Rosa Parks and what has been happening to us all these years, do something about it. Walk!" And the people said, "Amen. We'll walk."

On Monday morning, no one was riding the buses. There were many people on the street, but everyone was walking. They were cheering because the buses were empty.

Rosa got up early that morning. She went to court with her lawyer for her trial. The judge found her guilty. But she and her lawyer did not agree with him. Her lawyer said, "We'll get a higher court to decide. If we have to, we'll take the case to the highest court in the United States."

That night thousands of people went to the church meeting. There were so many people that most of them had to stand outside and listen through a loudspeaker.

First there was prayer. Then Rosa Parks was introduced. She stood up slowly. The audience rose to its feet and clapped and cheered. After Rosa sat down several ministers gave their speeches. Finally Dr. Martin Luther King started to speak.

"We are tired," he said.

"Yes, Lord," the crowd answered.

"We are tired of being kicked around," he said.

"Yes, lord," they answered.

"We're not going to be kicked around anymore," Dr. King said. "We walked one day. Now we are going to have a real protest. We are going to keep walking until the bus company gives us fair treatment."

After Dr. King finished speaking, the Montgomery Improvement Association was formed to plan the protest. Dr. King was made president.

Then there was hymn singing and hand clapping. The people went home feeling good. All that walking was not going to be easy, but they knew they could do it.

Eloise Greenfield

I'm the mule
That they try to bury alive
I'm the mule
That mows and plows their field
I'm the mule
That they kick and knock around
I'm the mule
That they can't keep on the ground
I'm the mule
That they don't want around

I'm the mule
That they throw in the ditch
I'm the mule
That gets out so quick
I'm the mule
That breaks their stick
I'm the mule
That unveils their tricks

I'm the mule
That they can't make slip into their clic
I'm the mule
With the flick
I'm the mule
That they can't lick
I'm the mule
With the golden whip
An I'm the mule
That they can't bury alive

No matter how hard they try

Louise Brinson

I HAVE A DREAM

I have a dream that one day in the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by their character.

I have a dream today.

I have a dream that one day every valley shall be engulfed, every hill shall be exalted and every mountain shall be laid low, the rough places will be made plains, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to climb up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, "My country, 'tis of thee, Sweet land of liberty, Of thee I sing; Land where my fathers died, Land of the Pilgrim's pride, From ev'ry mountainside, Let freedom ring."

And if America is to be a great nation, this must become true. So, let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvacious slopes of California.

But not only that, let freedom ring from the Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and mole hill of Mississippi and every mountainside.

When we let freedom ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old spiritual, "Free at last, free at last! Thank God Almighty, we are free at last."

Martin Luther King, Jr.

THE WOMEN'S PROGRAM GOES TRIPPING

Disney on Ice

For the longest time, I had wanted to see the Disney on Ice show. Thanks to the Lutheran Settlement House Women's Program, who provided complimentary tickets for me and my children, my wish to see the show came true. It was a very wonderful experience for me. The colors, the costumes, the lights, everything was so beautiful and it will always be alive in my mind. Also in my mind will always be the expression on the face of a little boy sitting behind me. Everytime I looked back I saw his face brighten up, I felt such a great feeling that was really wonderful.

Anonymous

My Day At The Franklin Institute

When I was in grade school we went on the same trip, but it's so different when you can go on your own and can understand what the exhibits are really about. For instance, the locomotive ride was just that, a ride. Now, when I boarded the train I wanted to know what all the gadgets were for. It was really interesting. I also like the airplane exhibit, because I have never been on a plane before. I always throught that a plane would be smaller. The bicycle exhibit was my favorite. I wonder how many people climbed up on those old ones. They are really large.

Donna Pratt

I Felt Like A Kid Again

Our class trip was to the Franklin Institute. I haven't been there since I was in third grade. When we got there we broke up into groups and went on our own way. There were about twenty of us who spent the whole day there.

The first thing we saw was a large statue of Benjamin Franklin. It made me feel so small.

Then we walked through the heart. We went the same way the blood would flow through our own hearts. You could also hear the heart beat. We saw so many things it's so hard to remember them all.

Our next stop was at a real 707 airplane. It gave us a chance to see the inside of one.

From there, we talked to a Ham operator. He could talk to people all around the world. He was very nice by explaining all about his equipment.

There were all kinds of exhibits about the planets, the sun, gravity, electricity, minerals and tornados. I enjoyed learning about all the ships and boats. The models with all the small details were very interesting. Being able to get on a full-size train was exciting. It actually moved!

That was our trip to the Franklin Institute. It was very educational. I enjoyed it.

Ruby Klause

My Trip To The Franklin Institute

When I went to the Franklin Institute I learned a lot and I was playing with everything there. Patricia, Betty Lou, and myself were hanging around together. We all went to see the train, went from the first floor to the third, and played with some games. We also went to the heart, and to the lobby shop. I thought it was nice and we had a lot of fun there. When we went to the lobby to get something to eat, we were looking at the guys there too.

Lisa Paluch

What I Liked About The Franklin Institute

I liked the train, because the train moved. I was in the heart, but it did not work. I was in the airplane and I thought that there were real people in the airplane and when I went in I said, "Hi" to them. I went in the game room and spent two dollars. I looked at all the guys at the Franklin Institute with tight pants. I gained thirty pounds eating their food.

Betty Lou Wenger

Ice Capades

When I went down to see the Walt Disney on Ice Show, I thought it was nice. I thought that the people there were nice. I also got mad at my boyfriend, because I wanted a Mickey Mouse hat and he said to wait until next year.

Lisa Paluch

STAND UP AND TAKE CONTROL

Feminization of Power

It is important to remember that the Feminization of Power campaign did not end on the day of the huge rally in December. That Monday evening was really only a beginning. Since then, a local group of volunteers has been meeting regularly to organize searches for feminist candidates.

We actually have a very good chance of electing several committee people. In each neighborhood, each political party has a local committee of people who meet to decide which candidates to endorse and then they pass out information on election day. There is very little time commitment involved, and each committee person is reimbursed for the work day missed. A committee person only needs to get ten signatures from her area to run! Hopefully, one year soon these committees will be dominated by people who are aware of women's issues and social and economic justice.

Meanwhile, the Feminization of Power campaign is also busy helping people who want to run for full-time, paid political offices--in the state government, for example. I often have felt that there is no hope in electoral politics--but that is only true as long as people like us go on believing that there isn't. We can give the system some hope and take some power for ourselves by participating.

Even if you never want to run for anything, DON'T FORGET TO VOTE, in the primaries and in the elections. Think about it: if everyone did it, it would make a difference.

Cami Townsend

Feminization of Power

On December 14, 1987 I attended "The Feminization of Power," an evening devoted to galvanizing support for a nationwide campaign to encourage feminists to run for office in every level of government. The event began with an inspiring film entitled "One Fine Day" by Kay Weaver, which presented women's history through visual images set to music. More music and various speakers followed including Ellie Smeal, the past president of N.O.W. (National Organization of Women) who informed the audience of the extent of women's exclusion from political office across the country and brought home the need for women to involve themselves in electoral politics and correct this situation. Smeal deplored the common dilemma of trying to vote for "The Lesser of Two Evils," urging us to act collectively to participate on the ballot that we can feel good about voting for those who will work toward feminist goals.

The best part of the evening, for me, was seeing the number of women who were willing to go out on a freezing December night to get involved in feminist organizing.

Dianne Tornay

"Fired Up"

I thought this event would be boring. Was I wrong! It was really exciting to see how many women were interested in running for political positions.

* Kay Weaver - Kay Weaver's songs were very powerful. She really sends a message through her songs. You can feel her enthusiasm as she sings.

* Peg Yorkin - Spoke about the National Tour.

* Ellie Smeal - Talked of how much help was needed in forming candidate search teams.

While I was there I was given a copy of the Women's Yellow Pages. I didn't know it existed. It has listings of businesses that are owned and managed by women. While we were there we were asked to fill out a form if we could help. They need people to help in finding worthy candidates to run for public office. It's about time we all helped in putting women where we can show just how powerful we can be. When it comes to organization, what better choice than a woman.

If we can organize a household full of noisy children, do the budgeting, give advice, etc, I believe we can do anything. I say, "Get out of that house dress and get into your campaign clothes. Show them who we are!"!

Donna Pratt

DID YOU KNOW?

Sexism Rampant in Pacific Military

Navy and Marine Corps women based in the Pacific face harassment and discrimination, according to a survey of conditions submitted to Secretary of Defense Casper W. Weinberger. Female sailors were offered for sale to Koreans by their captain. Burlesque shows are a feature at base clubs. Women are shunted into jobs they are not trained for and then not promoted. After an investigation Lt. Cmdr. Kenneth D. Harvey, the captain, was removed from his command and fined.

The New York Times

Court Order Didn't Save Woman's Life

Wilhelmina Virginia Burgos, a Brooklyn woman, obtained a court order of protection to shield her from her husband, Jose A. Burgos. But less than an hour before she was scheduled to appear in Brooklyn Family Court on Sept. 24, she was beaten by her husband and pushed to her death from an 18th floor apartment window. Experts draw parallels between the Burgos case and that of Karen Straw, a Queens woman on trial for stabbing her husband to death after, she alleges, he raped her at knifepoint in the presence of her two young children. Ninety-five percent of spouse abuse cases, according to Fran Anastasi, project director of the Queens Victim Services Agency, involve a man battering a woman. Another grievance can be filed by the woman seeking protection but the men are rarely sent to jail. David Leven, a lawyer and executive director of Prisoner's Legal Services of New York states that women find the system extremely slow in responding to simple attempts to file petitions against those abusing them. Burgos has been charged with second-degree murder.

From New Directions for Women

A study of 17,000 women who used artificial sweeteners for five to ten years found that these women were more likely to gain weight and gain it faster than their non-user counterparts, regardless of their weight at the beginning of the study. The researchers speculate the women may have overestimated the savings in calories, thus providing an excuse to overeat.

Healthfacts

Greeting card messages are less subtle than ever. Condom cards have been on the market since last December. Roody V, a card manufacturer, began the trend, since picked up by at least three other companies, of including condoms inside a line of "Safe Cards." The cards are $2.25 each and have been selling at a rate of 1000 a month.

New York Times

The incubation period between infection with human immuno-deficiency virus (HIV) and the development of AIDS may vary with sex and age, according to a study published in Nature. Data on people who received transfusions of infected blood showed that the mean incubation period for women was 8.8 years, as contrasted with 5.6 years for men. In addition people older than 59 developed the disease in 5.5 years, while children under five took only 2.0 years to show symptoms. The researchers caution, however, that data on transmission via transfusion may not be valid for other forms of transmission, including the most common one: sexual intercourse.

New Scientist

High absorbency tampons are associated with an increased risk of toxic shock syndrome (TSS) according to an as-yet unpublished study from the Centers for Disease Control. The study found that the risk of TSS increases by 37 percent for each additional gram of salt water a tampon absorbs. Unfortunately, the FDA, which regulates tampons, has not required manufacturers to standardize their absorbency ratings, thus making it difficult for women to assess comparative safety. The symptoms of TSS are a sudden high fever accompanied by a rash on the abdomen, dizziness, nausea and diarrhea. In order to minimize the risk of developing TSS, women should use the lowest absorbency tampon that controls their flow. Tampons should not be left in for more than 6 hours or overnight.

Off Our Backs,
Compiled by Andrea Rudner

NJ Farms

"The Garden State lost 300 farms between 1980 and 1984, but lost 300 in each of the past 2 years, leaving only 8300 in 1986, according to the NJ Dept. of Agriculture. In 1950, there were 26,900 farms in NJ.

Nationally, each week this year has seen the demise of about 1200 farms that had been in the same family for generations. US farm population declined 7% in 1985.

Cornucopia Network 11/86

From 1950-1985, "the rate of suicides for those between ages of 15 and 24 has increased 300 percent."

Teen Suicide Prevention

Medicaid Benefits to Women and Children

Good news! By April 1, 1988 Medicaid will expand its allowances of eligibility to pregnant women and children ages 2 and under with incomes below the poverty line. Also presumptive eligibility would allow Medicaid providers to certify pregnant women and children immediately eligible for services for prenatal care, nutritional supplements, and pediatric services. Women's Agenda, among other women's and children's advocacy organizations, deserve the credit for pushing this issue with the Governor and Secretary of Welfare.

Did you know?

In 1950, 33.9% of the female population over the age of 16 and under 64 was in the labor force; in 1960 the figure rose to 37.7% and in 1970, it rose again to 43.3%. In 1985, that figure stood at 54.5% and counting.

Department of Commerce

Did you know?

In 1985, women between the ages of 20 and 44 had a labor force participation rate of over 70%.

Department of Commerce

"What cooperative projects between the US & the Soviet Union would you propose to help end the nuclear arms race?" is the topic of an essay contest for high school students. First prize is $1500. Essays must be submitted by May 15, 1988 to: Nuclear Age Peace Foundation, 1187 Coast Village Road, Suite 123, Santa Barbara, CA 93108.

Nashua Peace Center 12/87

The US is Chile's largest trading partner, buying 75% of its fresh fruit exports...$700,000 worth of Chilean fruit entered through Philly and South Jersey ports in 1987 and Philadelphia has given the Chileans exclusive use of a $2 million warehouse built with city funds.

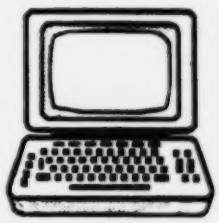
Because of extreme human rights violations, there is a boycott of Chilean fruits and other products.

LEPOCO Nov. 1987

Nuclear weapons research and development has grown from 30% of the Dept. of Energy budget during the Carter Administration to 78% during the current one. For 19 months while the Soviets held to a moratorium on nuclear tests the US conducted 26 underground nuclear explosions at a cost to $20 to $70 million per test.

Nashua Peace Center 7/87

COMPUTER NEWS



The Wednesday evening computer open labs have been changed to Thursday evenings. These labs will begin on March 3rd, 1988. The times for these labs are as follows:

1st and 3rd Thursday of every month from 6:00 to 7:30 pm 2nd and 4th Thursday of every month from 6:00 to 7:30 pm and 7:30 to 9:00 pm

Thursday morning labs are still cancelled until further notice.

I would like to take this opportunity to thank my lab assistant, Lorraine Ganzel, for the time and hard work she has put into making the evening open labs possible. Also, I would like to wish Lorraine's son, Danny, a get well and a speedy recovery from his operation. Thank you.

Terry Martell

JOB TRAINING INFORMATION

The Women's Program of Lutheran Settlement House, 1340 Frankford Avenue, offers information, testing and referrals to training programs for women and men of all ages who meet income and basic skill requirements. Complete updated information about all no-cost training programs in the city is available. Orientation and testing sessions are held every Monday at 9:00 am. Areas in which you can be trained include secretarial, health care, food service, electronics, machine shop, automotive and drafting.

Pre-training classes are also available to prepare people to pass testing for training programs. For more information, call Kate or Pam at 426-8610.

STORIES TO SHARE

Under the Power of The "White Lady"

Philadelphia is becoming a community under death warrant. Children, teenagers, parents, friends, and neighborhoods are succumbing to the power of "The White Lady." Who is she? What is it that she does? Many people know her by different names like cocaine, coke, or butter. It is a very dangerous drug and it can destroy minds if you get hooked, and has caused wealthy people to go into bankruptcy. She has neighborhood people running around regardless of color, income, or sex. All teenagers that sell it on different corners have different kind of color tape, but no matter the package, the effects are still the same. "Drugs" are like bullets, with no names, that kill and destroy individuals, families, and their friends all around the city. This "White Lady" drives the police crazy, because she does not make it easy for the pushers to get caught. The police are always after the pushers, but when they (the pushers) see the police, they yell "Bomba, water poison" which is the code for "Not to get cut."

"Beware my friends, my name is Cocaine,
Entered this country without a passport.
Ever since then, I've been haunted and sought.
By junkies and pushers, and by users who need a quick fix!
I'm more valuable than diamonds, more treasured than gold.
Use me just once and you too will be sold.
I'll make a schoolboy forget his books.
I'll make a beauty queen neglect her looks.
I'll make a school teacher forget how to teach.
I'll make a preacher not want to preach.
All kinds of people have fallen under my wing.
Just look around, you can see the result of my sting.
I've daughters turning on their mothers.
I've burglars robbing on their lord's house.
I'm king of crime, and the prince of destruction.
I'll cause the organs of your body to malfunction.
I'll cause your babies to be born hooked.
I'll turn the honesties of men into crooks.
I'll make you rob, steal, and kill.
When you are under my power, you have no will.
Remember my friend, my name is big "C."
Some call me the "White Lady."
I've destroyed actors, politicians, and sports heroes.
I've decreased accounts from millions to zero.
I'm a bad habit too tough for men.
Yeah, I'm raising hell all over the earth.
I've got them standing on the corner yelling "Butter."
I've made shooting and stabbing common on the block.
Well, now you know. What will you do?
Remember my friend it's up to you!
If you decide to jump in my saddle,
You better ride me well.
For the "White Lady" of cocaine,
I'll ride you straight to Hell!

Natividad Guadelupe

My Secret

It was a long time ago, but the secret is still fresh in my memory. I can see a little girl, anxious to see what Santa has for her inside the luring, colorful, bursting ribbon-tight boxes. They are all neatly stacked underneath the lit Christmas tree.

Now, as anxious as I was, every day I desperately tried to have an ordinary day. It seemed as if those gifts were actually calling my name. Shhh. Listen. They're saying: "Jean...Jean...Over here! We are suffocating! Get us out of here!" Well, by all means I knew I had to do something about this pitiful problem. But deep down inside I knew Mommy wouldn't understand.

Every day I made it my duty to figure out how I was going to help my gifts. One day after school my big sister came from shopping and asked me to to help her wrap presents. I knew this was it! I would learn everything I could about wrapping gifts.

Needless to say, I became a master of wrapping and unwrapping. At this point, Christmas seemed like it would take forever to come. Then one night, everyone else was in bed and I was awake. I just couldn't sleep. I was nervous. I had butterflies in my stomach and my forehead was full of beads of sweat. I quietly crept off my bed, praying no one could hear my heart pounding. Every step I took away from my room, I was a step closer to my poor gifts.

I finally was eye to eye with them. I quickly transferred my gift wrapping talents and unwrapped my gifts. Ahhhh! What a relief. I had gotten everything I wanted for Christmas. So I let my gifts breathe for a while. Then I consoled them and told them that soon it would be Christmas and they would be free again and forever.

Jean Torres

Casa Esperanza Opens Doors in Philadelphia

The Bilingual Domestic Violence Project of the LSH Women's Program is proud to announce the opening of Casa Esperanza (House of Hope), a safe space emergency housing project for battered Latinas in Philadelphia.

The Project's first guest was admitted in January, and has been placed in a safe space facility located in the Hispanic community. This facility is part of a developing network of safe space emergency shelter residences which will provide safe temporary shelter for battered Latinas, while ensuring them access to community and cultural resources.

The only shelter for battered women in Philadelphia is located far from the Hispanic community, and placement in the shelter has caused a crisis of isolation for some women and their children who become dislocated from the traditional neighborhood resources to which they are accustomed. In addition, relocation away from their community has created an additional burden of time- consuming and expensive travel to workplaces, health centers, churches and other institutions upon which they rely.

A bilingual counsellor/advocate will be available to work with both the women and children and the hosts providing the safe space housing to ensure safety and a positive living experience for women and their children who utilize the program. Additionally, the resources of the LSH Women's Program will be made accessible to the residents. The resources include job training programs, employment and vocational counselling, a shelter outreach program, job placement, ABE, GED and ESL educational classes, individual tutoring, a teen parent program, a teen risk program, free childcare for program participants, long and short-term individual and group counselling, a battered women's and survivor's group, a community day-care center for low-income families, and self-help workshops on a variety of issues of relevance to low-income and minority families.

Dianne Tornay

Without You

When the loving is gone
Where can I turn?
When the needing is gone
How can I learn
To live without you.

When you are no longer there
To hold me at night,
How can I bear
Losing love that was right
And live without you?

When I'm sleeping at night
Are you in my dreams.
How can I face a day's light
When it finally seems
That I'm without you?

All the memories bring pain
Oh, when will it end?
Now I'm going through life
With a smile pretend
Now I'm without you?

Won't you please try again
And come back to me?
It's so clear how I feel
Oh, why can't you see
I'm nothing without you?

Haydee Miranda

Self Esteem

It all started at the time of the Vietnam War. Sitting in the park now, it seems like yesterday that Gale and Tom saw the world in a totally different light. Everything was against them. She was a nurse and an officer and he was an enlisted man, their future was dim at best. They had been so young and so in love, and also secretly married. It was here in the park where they sat together for the last time, unknown to them. They were both leaving for Vietnam on the morrow. Gale arranged to have herself sent to her husband's operational area, unknown to him. She even went through the trouble of rerouting her mail so he wouldn't know she was in his area.

The war was bad, as they always are, but that fateful day had dawned beautiful and clear. When the wounded came in, Tom was among them and in bad shape. Ironically, she was to assist with Tom's operation. Her hands began to tremble, her heart pounded, she could barely keep from crying out and when he died at her finger tips, she couldn't keep from passing out. Everyone thought it was exhaustion, but it was empathy. When Tom died, so did most of her and so did her two-month-old fetus.

After resigning her commission as an officer in the U.S. Army, Gale drifted from one job to another. She would do most any type of work, as long as it was not related to the medical field and required little responsibility. Her self-esteem was totally shattered. She drifted from one relationship to another, unable to permit herself to be sensitive and caring. One day, she met a special little man. Gale was making her way home one day, walking along staring down towards the ground, as had become her habit. Suddenly, the air was shattered by a scream and the ripping screeching sound of car tires. Gale looked up to the street. Before her lay a little boy, his small body bleeding and broken. Something inside of her clicked, and in a moment she was bending over the

child. She checked his eyes, took his pulse, stopped the bleeding and brought to bear all she ever learned about nursing. She rode in the ambulance to the hospital and assisted further in the emergency. When the danger passed, the doctor in charge spoke to her at length about what she had done and where she had studied. "Gale," he told her, "You saved his life, he wants to see you." She hesitated, then went into his room. He said, "You helped me and I was scared, can we be friends?" "Of course sweetheart, my name is Gale. What's yours?" "Me! My friends call me Tom." The result for Gale was electrifying. She felt good for the first time in a long time and had a cry. Now when she sits in the park, it is usually on her break and wearing her nurse's uniform.

Catherine Everly

The Map Home

It is a good idea to have some maps in your possession, when you're bored and tired of T.V. or whatever intrigues you. Try reading some maps, for it is not only educational, but you can even make a game of how many different towns or cities are spelled like the ones near where you live. It really can be fun.

One time I had a job that was temporary, because it was seasonal work for the AAA automobile club. When the counselor taught us, he always told us to find out where the person was stalled by getting the location and the state. This was very important to know. He said if a person said Market Street, then find out in what state, because in a lot of states there is a Market Street as well as Philadelphia. If the customers said he is stuck in Camden, find out what Camden. Most of us at the training smiled, thinking it was a joke, only to be told that there isn't a Camden only in New Jersey, but a Camden in Maine and one in Alabama also.

There is a Richmond in Philadelphia, Richmond, Virginia, which is also on the waterfront of the Chesapeake, a Chester in Pennsylvania and a Chester in another state and so on down the line. It is worthwhile and interesting to know just where everything is at. This game may help you someday when you are employed.

Marie Gmerek

From My Mind's Eye

I hear your thoughts
In your eyes I see your dreams
I taste your joy
I feel your strong tenderness
I smell your warmth
For so long I have denied
My senses
Rejoice
Happy Valentine's Day

ATN

Best Foot Forward

Here we are, the lot of us,
Trying once again,
To get that education,
We should have gotten then.

Now we have a second chance,
To give it all we've got.
That little piece of paper,
Means an awful lot.

So come on, lets be ready,
For the final test.
And we'll be proud in knowing
We did our very best.

Roberta Wood

TUTOR INFORMATION

Do you feel you could help someone in math, reading, etc.? If the answer is yes, then you are the person we are looking for. There are people in our community who really need help improving their skills. Sometimes it's hard to get special help in the classroom setting. Tutoring one on one is necessary for some people. So if you can help, please contact Donna Pratt, Assistant Tutor Trainer at (215) 426-8610.

I appreciate all the help you can give and thank you for your time.

PLURESY

We'll begin with a box and the plural is boxes.
But the plural of ox should be oxen, not oxes;
Then one fowl is a goose but two are called geese.
Yet the plural of mouse should never be meese.
You may find a lone mouse or a whole set of mice,
Yet the plural of house is never called hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of a foot and you show me your feet.
And I give you a boot, would a pair be called beet.?
If one is a tooth and a whole set are teeth,
Why should not the plural of booth be called beeth?
Then one may be that, and three would the those.
Yet hat in the plural wouldn't be hose
And the plural of cat is cats and not cose.
We speak of a brother and also of brethren.
But though we say mother, we never say methren.
Then the masculine pronouns are he, his, and him.
But imagine the feminine she, shis and shim.
So English, I fancy you all will agree
Is the silliest language you ever did see.

Melanie Littleford

THIRD WORLD WOMEN:

A Powerful Force for Conservation from International Wildlife.

"They said if I planted my own trees I would not have to go looking all the time for firewood."

According to a world survey by economist Ruth Leger Sivard, women have been systematically ignored in development projects. Studies by such agencies as UNICEF and U.S.AID have shown that the benefits of traditional development pro- jects, which are usually aimed at men, do not trickle down to the men's families. In fact, cash-cropping and other strategies often increase the burden on women and children.

The problem is illustrated by a study conducted by Kenya's Ministry of Agriculture. A sugar company had encouraged local families to grow cane on their land in order to raise their standard of living. Women tended the sugar cane, which took space away from their food crops. Researchers discovered that the cane was sold by their husbands, who then spent the money, often to buy beer. The result: increased malnutrition among the children.

"Women were not often included in development projects and many projects failed," says Alineyayehu Abebe, forestry coordinator for Agri-Service Ethiopia.

And so, women around the world are taking matters into their own hands.

In Jamaica, women started a non-polluting, solar energy salt-extraction project that brings income to rural women and offers a model solution to the country's dependence on imported salt.

A Ghanaian women's group became fed up with the system for smoking fish that wasted huge quantities of wood and emitted harmful fumes. So the women developed a safer smoker that consumes one-tenth as much wood. The technology has spread to five West African countries.

Back in 1974, local women in the Himalayan region of India threw their arms around trees to stop loggers from cutting down an ash forest. The incident sparked a national environmental movement called "Chipko," or "Hug a Tree." In the 1980s the Chipko women successfully filed suit to shut down limestone mines that were destroying hillsides.

In Kenya, where 90 percent of the indigenous forest has been razed in the past century, the biggest and best known project that involves women is the Green Belt Movement. Founded in 1977, the project has been responsible for the planting of nearly five million trees. Miniature forests have sprung up on school and church grounds; more than 500 communities have their own tree nurseries; and 25,000 households like Esther Wairimu's now have thriving woodlots. "The Green Belt project motivates and stimulates the community," says Ethiopia's Alineyayehu Abebe, who hopes to start a similar project in his drought-torn country. "Kenyan women are changing the ecosystem."

The founder and director of this vital project, Wangari Maathai, is a 47-year-old Kenya biologist and a pioneer in both the environmental movement and the struggle for women's rights. The daughter of a farm laborer, she became the first Kenyan women to earn a Ph.D. and the first to head a department at the University of Nairobi. In 1985, she was acclaimed at the U.N. Decade for Women Conference as one of four women with the greatest positive impact on the environment.

Wangari Maathai became an environmental activist out of necessity. "When I would visit the village where I was born, I saw whole forests had been cleared for cultivation and timber," she recalls. "People were moving onto hilly slopes and riverbeds and marginal areas that were only bush when I was a child. Springs were drying up. I was shocked to find children suffering from kwashiorkor (a form of malnutrition), because my community was supposed to be a rich, coffee- growing area. It was an eye-opener to learn that malnutrition was connected to lack of fuel. People were eating less of the nutritious, traditional foods, like beans and maize, and were opting for refined foods like rice because they require less cooking."

So Maathai founded the Green Belt Movement in 1977, symbolically planting seven trees in Nairobi. "Trees are miracles," she says. "They are the best ambassadors for themselves. I think people instinctively knew trees were important. But they didn't realize how easily and quickly they grow with proper care."

TRIBUTE TO BLACK HISTORY MONTH (Continued)

Martin Luther King Jr.

Martin Luther King Jr. wanted equality for all people. He fought for fair laws using non-violent ways. He tried to make changes by using words and peaceful actions. He gave speeches about his beliefs. In 1964 he won the Nobel Peace Prize.

Anonymous

THE WOMEN'S PROGRAM GOES TRIPPING (Continued)

The Franklin Institute

I had a very good time at Franklin Institute. It has a lot of interesting things and also a lot of new things that I didn't see before. They have many different games and computer games that you can play. I did enjoy myself there, and the people everywhere seemed to enjoy themselves too. Thank you for the trip.

Freida Simon

Franklin Institute

The Women's Program had a trip to the Franklin Institute. I especially enjoyed my trip. I saw many interesting things, especially going through the heart and the antique train. Everything was interesting and I would like to go one day again.

Anonymous

When I was a little girl, I went to the Franklin Institute, but I don't remember much of what I saw or what the value of the trip meant to me. Now at 22 years of age, I went with the Women's Program and what a ball I had with the different people of the program. I realized a lot of scientific experience seeing and touching exhibits that were new to me. I learned a lot from this trip and I'm looking forward to the next trip.

Aurora Perez

Why I Went Roller Skating

Roller skating is a favorite of mine and I enjoyed myself with the children, because the children really enjoy outings like this. It's not too often when you get a chance to take your children anywhere like this. I like to roller skate myself, because when I was their age I enjoyed skating too, and this is something my children like to do in their spare time. It is also fun, because parents can enjoy themselves too and they don't have to sit in one spot all the time. I hope the school will give another skating party, because I am thinking of giving one for my friends and relatives. I would like to know more about giving a skating party real soon, because this is something that I really enjoy. However, I hope that everyone at the Lutheran Settlement House Women's Program will participate with the rest of the school. We must stick together in things like this.

Ernestine Thompkins

The Women's Program field trip to the roller skating rink was a wonderful experience for me and my son. My son was really skating out there. I didn't know he could skate so good and I'm glad I went, because he and I had so much fun together. My sister and her daughters went too. They had as much fun as we did. We all had hot dogs and popcorn. I hope we will be able to go on more field trips with our families again. It keeps me working hard for my children.

Haydee Miranda

I thought it was good for me and my children. I saw it as one of the reasons why I went back to school. I am a single parent and I can't always do things with my children due to lack of money. I know that getting my GED is only part of what I need to do to be able to spend time with my children. In the near future we will be able to spend more time together, and getting my GED, in my opinion, is the first step. I hope to go on more field trips with my classmates, and I hope I can bring my children on some of these trips.

Nilda Miranda

STORIES TO SHARE

To Someone Special:

Things We Did
Don't let go of the wonderful things we did.
Remember the long walks we walked,
And the beautiful things we did.

The stories we told to each other,
And the support we gave to one another.

Could you forget the times we caressed,
Or unless you want to forget,
Of the things we did.

But remember, I'll always love you.
And I'll never forget the "Things we did"

Aurora Perez

Where are the Water Towers?

While baby-sitting with my grandchildren (Emily, 3 and Beverly, 7) over the holidays, we were seated around the kitchen table coloring and sketching. I was working with watercolor pencils and the children with their magic markers which they love. Suddenly Emily called out, "Where are the water towers, Nana?" There

are water towers everywhere? Well, I had never thought of water towers. I always observed the telephone and electric poles, but who ever thinks of water towers? I looked down at her and for her age she draws pretty well. I asked her if she had water towers and she did. Her older sister draws well also, but she is more of a designer. Then I told Emily that I felt she will be a better artist than all of us, because she notices objects that are realistic instead of pretty objects. In my opinion that is the true part of painting a landscape or a seascape. We have to go beyond the beautiful dunes or the beautiful mountains into the towns, even to the slums and the ghettos, to find what some people call ugliness of battered shacks and rundown shopping areas. We must paint the truth of the suffering of poverty, because how can we as an artist prove to the rich, that although there is suffering and poverty, we must paint the expressions of hope and faith that shine through the eyes of the poor.

Marie Gmenek

CHILDREN

It hurts so bad when I hear about a child being physically, emotionally, or verbally abused by people whom that child loves and trust. These people in return hurt them and make them feel dirty, bad, and most of all, scared of showing their love. It hurts, because children do not know that they need to be saved by these people. But I say "Don't hurt your children. All they know is love and all they want is to be loved." They are the future, please "DON'T HURT THEM."

For more information or to report a child abuse case, call the Child Abuse Hotline Number at 1-800-932-0313.

MEDICAL NEWS

There's A Lot to Know About Hysterectomy

Hysterectomy is an issue that concerns everyone. Presently, one-half of all women will have a hysterectomy by the time they are sixty. Between 700,000 and 800,000 hysterectomies are performed each year in the United States. (The statistics vary, but all are outrageous.) The average age of a women who has a hysterectomy is thirty-six. Some studies show that at least 75 percent of women having hysterectomies report some secondary symptoms, or problems afterwards. With such overwhelming statistics it seems impossible to live in this country and not have to face hysterectomy in some way, whether for yourself or someone you care about.

Hysterectomy is the surgical removal of the uterus. Although many people, doctors included, believe that the only purpose of the uterus is as a vessel for babies to grow in, studies are now showing that the uterus is important for a woman's enjoyment of sex, and that the uterus supplies hormones essential to good health. You can see how removing the uterus can cause many women problems. A hysterectomy can be done through an incision in the abdomen, or if conditions permit, through the vagina. Either way it is major surgery with risks. Because the woman's reproductive system requires a lot of blood to function, a hysterectomy requires a lot of cutting and tying off of blood vessels. Also, the uterus is situated between the bladder and the colon, and a surgeon must be very careful not to cause damage to either when performing a hysterectomy.

Often during a hysterectomy the ovaries are removed, too. This is called oophorectomy or ovariectomy. 350,000 women have their ovaries removed each year in the United States. When your ovaries are removed you are castrated--just the same as when a man's testicles are removed. Some doctors try to convince women who are about to have hysterectomies to allow them to also remove healthy ovaries. They claim it will prevent the women form getting ovarian cancer in the future. Studies have not shown this to be necessary. Your ovaries and the hormones they produce are vital to your good health, even into old age. And taking synthetic hormones after your surgery can never be quite the same as the natural hormones produced by your body. But doctors often tell women, particularly women over forty, that they don't need their ovaries anymore. You may feel you want to keep your ovaries unless they are diseased. If you and your doctor disagree about this, it's time for you to find a doctor who agrees with you.

You should trust your doctor and feel comfortable asking questions. Before you go to see the doctor prepare a list of questions, and don't be afraid to take out your list and read the questions off. Write down any information you think you might forget. Ask the doctor to repeat anything you don't understand. Bring a friend along as moral support, and because often when we are upset we don't listen well. Let your friend be your ears. If your doctor refuses to answer your questions, or tells you that you shouldn't worry about such things, consider finding a doctor who will give you more satisfaction. There is nothing wrong with a doctor saying, "I don't know the answer to your question, but I'll try to find out for you." But there is something wrong with a doctor who tells

you there is nothing to be concerned about, when you are considering have major surgery. Medicine is a business like any other. You are the consumer. You should be pleased with the product and services you are spending your money on. If not, you should shop elsewhere.

The reasons women have hysterectomies range from life-threatening situations to just discomfort. Sometimes you feel perfectly fine and your doctor tells you that you need the surgery. Sometimes you come to the doctor with complaints or symptoms. Reasons you might be told you need a hysterectomy include: cancer; fibroid tumors (which are almost never cancerous); endometriosis (the uterine lining grows outside of the uterus, and sometimes up into the abdominal cavity and onto other organs); bleeding that can't be controlled and is causing you to become anemic; uterine prolapse (the uterus drops down into the vaginal cavity and might even hang out the vagina); PID (pelvic inflammatory disease), a bad infection. A hysterectomy should never be done as a means of contraception (just to prevent pregnancies). This is illegal.

Before you have surgery for these problems try to find out how bad your condition is and what the alternatives are. Hysterectomy is major surgery that may leave you with more problems than you bargained for. (A list of some of these follows.) For instance, fibroids can often be removed, leaving the uterus intact. This type of surgery is called myomectomy. Not many doctors will do this for you because it is messy, lengthy surgery. But if you want to keep your uterus, this is an option. Also, if you are approaching menopause it is very like your fibroids will shrink. (If they grow they may be dangerous.) You might want to just wait and see, having your doctor monitor them closely. Endometriosis and PID can sometimes be controlled, or even cured, with drugs and medication. A D&C (dilation and curettage), a scraping of the uterine lining, can be helpful with excessive bleeding, as can hormone therapy. In the case of prolapse, there are instruments called pessaires to help hold a dropping uterus in place. Also, exercises may be helpful. There are even women with cancer who have chosen to put off having hysterectomies until they've had the baby they've wanted or have built themselves up to better health or until they have come to grips with what having the surgery might mean to them. Of course, you need to ask your doctor about how long you can wait and what other options are open to you, as there are many more than just the examples here. And always get at least one second opinion--more if you feel you want to. Your medical insurance probably pays for second opinions now, and many demand that you have one.

Women are often surprised to find out that their hysterectomy did not solve their problem, or that it brought them a new set of problems. Some of the problems that women report after hysterectomy include: weight gain; fatigue; insomnia; depression; weepiness for no reason; hot flashes; hair loss; excess hair growth; skin problems, including rashes, acne, dry skin; loss of muscle tone; bone and joint pain; loss of sexual feelings. All of these problems are linked to hormone loss, but not all get better by taking hormones. Good health care is the most important thing for a woman who has undergone a hysterectomy and is having problems. Many women report feeling better with exercise and good diet. Many find it is helpful to avoid smoking, caffeine, red meat, alcohol, and sugar. Some find vitamin E helps their vaginal dryness, that ginseng helps with their hot flashes, that vitamin B calms their nerves, and that calcium supplements (try Tumms, they're cheaper!) helps with bone pain and osteoporosis. Women are trying yoga and acupuncture for sexual problems. This is by no means a complete list of alternative solutions to these problems. What is important to understand is that women are learning that they must research and find their own ways for handling these problems that they are often told are "all in their heads."

Emotional reactions to hysterectomy vary. Most women say they feel a sense of loss. Afterall, their uterus has been involved in some of the most emotional and exciting aspects of their lives: beginning to menstruate and "become a woman," falling in love, having babies. Sometimes women feel like they are in mourning without realizing why. They question if they can still function as women, still be good lovers, wives, mothers, good friends to other women, good family members. They wonder if they are still attractive. They hate the scar on their belly and sometimes the little pot that comes with it. They feel like they are rapidly growing old. And they feel all alone, that there is no one who could understand. At the same time women are having trouble adjusting to their hysterectomies emotionally, crazy things are going on with their hormones that can make them feel like they are going mad. They might find themselves crying for no reason at all, or feeling unable to sleep though they're exhausted, feeling so caught in a depression that they see no way out. Studies have shown that hormone deficiencies could be at the bottom of all these behaviors. But a woman who reports feeling these ways after her hysterectomy is likely to be told that she should see a psychiatrist. It is good to have someone to talk to about all this. But often these problems are more physical in origin than mental.

When making a decision about having a hysterectomy, or any medical test or surgery, it is best to get as much information as you can. Not all you read will assure you. Some of it will make you nervous and uneasy. And there is always the risk of the most dreaded outcome, death, with any major surgery, no matter how small. What you need to do is find out as much as you can. Then weigh what your life is now against what it could be if you have the surgery, and decide which is better. And always remind yourself that you have done as much as you could to make the best decision you could. And never look back with regret.

The only way that the situation concerning hysterectomy is ever going to change is for women and men to

be unafraid to talk about it. Too long there has been a ring of silence surrounding hysterectomy. We are too embarrassed or too uninformed to ask questions, to tell others about our experiences, to demand the best care possible. As long as we continue to be silent, hysterectomy will continue to be the misused, misunderstood surgery it is today.

Some books you can read for more information about reproductive illnesses and hysterectomy are: *No More Menstrual Cramps and Other Good News* and *No More Hot Flashes and Other Good News*, both by Dr. Penny Budoff; and *Coping With a Hysterectomy*, by Susanne Morgan. There is a good section on health care for the menopausal woman, which can be helpful for the hysterectomized woman, in the book *Women and the Crisis in Sex Hormones*, by Barbara and Gideon Seaman.

There are two local organizations that my be of help to you. One is HERS (Hysterectomy Educational Resources and Services), 422 Bryn Mawr Avenue, Bala Cynwyd, PA 19004, telephone: 667-7757. If you have questions related to cancer you might want to contact F.A.C.T. Philadelphia (Foundation for Alternative Cancer Therapies), P.O. Box 48, Wynnewood, PA 19096, telephone: 642-4810.

copyright Genevieve Carminati, January 31, 1988

CALENDAR MARCH-APRIL

March 28
- Orientation 9:00 am

March 30
- "Still Killing Us Softly" Film and Panel Discussion 7:00 pm

April 4
- Education classes begin

April 4 - 8
- Cap and Gown Measurements

April 5
- Pre-Training begins
- Coming up in April - Clerical Training begins

April 11
- Jostens Ring Order, 10:00 am - 12:00 Noon

April 14
- LULAC Education Workshop, 3:30 pm